

Programme approval visit report

Section one

Programme provider name:	University of Salford
In partnership with: <i>(Associated practice learning partners involved in the delivery of the programme)</i>	<p>Bridgewater Community Health Care NHS Trust</p> <p>Pennine Acute Hospitals NHS Trust</p> <p>Bolton NHS Foundation Trust</p> <p>Salford Royal NHS Foundation Trust</p> <p>Derbyshire Community Health Services NHS Trust</p> <p>Mersey Care NHS Foundation Trust</p> <p>Manchester University Hospitals NHS Trust</p> <p>Greater Manchester Mental Health NHS Foundation Trust</p> <p>Wrightington, Wigan and Leigh NHS Foundation Trust</p> <p>Salford Royal NHS Foundation Trust</p> <p>Stockport NHS Foundation Trust</p> <p>The Christie NHS Foundation Trust</p> <p>Tameside and Glossop Integrated Care NHS Foundation Trust</p> <p>Private voluntary and independent health care providers</p>
Programmes reviewed: <i>(Tick all that apply)</i>	<p><i>Pre-registration nurse qualification leading to</i></p> <p>Registered Nurse – Adult <input checked="" type="checkbox"/></p> <p>Registered Nurse – Child <input checked="" type="checkbox"/></p> <p>Registered Nurse - Learning Disabilities <input checked="" type="checkbox"/></p> <p>Registered Nurse - Mental Health <input checked="" type="checkbox"/></p> <p><i>Nursing Degree Apprenticeship (NDA) route</i></p> <p>NDA Adult <input checked="" type="checkbox"/></p> <p>NDA Child <input type="checkbox"/></p> <p>NDA Learning Disabilities <input type="checkbox"/></p> <p>NDA Mental Health <input type="checkbox"/></p>

Title of programme(s):	<p>BSc (Hons) Nursing (adult); MA Nursing (adult)</p> <p>BSc (Hons) Nursing (adult) Nurse Degree Apprentice</p> <p>BSc (Hons) Nursing (Mental Health); MA Nursing (Mental Health)</p> <p>BSc (Hons) Integrated Practice Learning Disabilities Nursing & Social Work</p> <p>BSc (Hons) Nursing (Children & Young Persons); MA Nursing (Children and Young Persons)</p>
Academic levels:	
Registered Nurse – Adult	<p>England, Wales, Northern Ireland</p> <p><input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p> <p>SCQF</p> <p><input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
Registered Nurse – Child	<p>England, Wales, Northern Ireland</p> <p><input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p> <p>SCQF</p> <p><input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
Registered Nurse - Learning Disabilities	<p>England, Wales, Northern Ireland</p> <p><input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF</p> <p><input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
Registered Nurse - Mental Health	<p>England, Wales, Northern Ireland</p> <p><input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input checked="" type="checkbox"/> Level 7</p> <p>SCQF</p> <p><input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
NDA Adult	<p>England, Wales, Northern Ireland</p> <p><input type="checkbox"/> Level 5 <input checked="" type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF</p> <p><input type="checkbox"/> Level 8 <input type="checkbox"/> Level 9 <input type="checkbox"/> Level 10 <input type="checkbox"/> Level 11</p>
NDA Child	<p>England, Wales, Northern Ireland</p> <p><input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7</p> <p>SCQF</p>

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Date of approval visit:	10 June 2019																
Programme start date:	<table border="1"> <tr> <td>RN – Adult</td> <td>1 September 2019</td> </tr> <tr> <td>RN – Child</td> <td>1 September 2019</td> </tr> <tr> <td>RN - Learning Disabilities</td> <td>1 September 2019</td> </tr> <tr> <td>RN - Mental Health</td> <td>1 September 2019</td> </tr> <tr> <td>NDA Adult</td> <td>1 September 2019</td> </tr> <tr> <td>NDA Child</td> <td></td> </tr> <tr> <td>NDA Learning Disabilities</td> <td></td> </tr> <tr> <td>NDA Mental Health</td> <td></td> </tr> </table>	RN – Adult	1 September 2019	RN – Child	1 September 2019	RN - Learning Disabilities	1 September 2019	RN - Mental Health	1 September 2019	NDA Adult	1 September 2019	NDA Child		NDA Learning Disabilities		NDA Mental Health	
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QA visitor(s):	Registrant Visitor: Jo Rouse Lay Visitor: Phil Stephenson																

Section two

Summary of review and findings

The University of Salford (UoS), school of health and society (the school) presented programme documentation for the approval of a pre-registration nursing programme. The following awards are included for approval; a three-year full-time BSc (Hons) Learning Disabilities Nursing and Social Work (Integrated Practice); BSc (Hons) Nursing (Adult), BSc (Hons) Nursing (Mental Health), BSc (Hons) Nursing (Children and Young People); and, a two-year full-time MA Nursing (Adult), MA Nursing (Mental Health), MA Nursing (Children and Young People). UoS also presented programme documentation for the approval of nursing degree apprenticeship (NDA) routes for adult, children and young people and mental health fields of practice.

The Nursing and Midwifery Council (NMC) Standards for pre-registration nursing programmes (NMC, 2018) and Future nurse: Standards of proficiency for registered nurses (NMC, 2018) are clearly detailed and mapped within the programme.

The programme documentation and approval process confirm evidence of effective partnership working between UoS and key stakeholders involved in the co-production, co-delivery, and evaluation of the programme. The proposals for the new programme have been widely consulted with practice learning partners (PLPs), students and service users and carers (SUCs).

The Standards framework for nursing and midwifery education are met at programme level.

The Standards for student supervision and assessment are met at programme level.

The pre-registration nursing programme with the following awards are recommended to the NMC for approval subject to two conditions:

BSc (Hons) Learning Disabilities Nursing and Social Work (Integrated Practice);

BSc (Hons) Nursing (adult) including a NDA apprenticeship route;

BSc (Hons) Nursing (Mental Health);

BSc (Hons) Nursing (Children and Young People);

MA Nursing (Adult); MA Nursing (Mental Health); and MA Nursing (Children and Young People).

There is one recommendation.

At the approval visit, we were unable to confirm how the NDA routes through the children and young people's nursing and mental health programme would operate and would meet the Standards for pre-registration nursing programmes and NMC (2018) Future nurse: Standards of proficiency NMC (2018). The nursing apprenticeship routes in children and young people nursing and mental health nursing are not recommended for approval.

Updated 12 July 2019

Evidence was provided that the changes required to meet the condition have been made. The condition is met.

The programme is recommended to the NMC for approval.

Recommended outcome of the approval panel	
Recommended outcome to the NMC:	<p>Programme is recommended to the NMC for approval <input type="checkbox"/></p> <p>Programme is recommended for approval subject to specific conditions being met <input checked="" type="checkbox"/></p> <p>Recommended to refuse approval of the programme <input type="checkbox"/></p>
<p>Conditions:</p> <p><i>Please identify the standard and requirement the condition relates to under the relevant key risk theme.</i></p> <p><i>Please state if the condition is AEI/education institution in nature or specific to NMC standards.</i></p>	<p>Effective partnership working: collaboration, culture, communication and resources:</p> <p>None identified</p> <p>Selection, admission and progression:</p> <p>None identified</p> <p>Practice learning:</p> <p>None identified</p> <p>Assessment, fitness for practice and award:</p> <p>Condition one: Provide clarity within the programme documentation that confirms students taking an adult NDA route meet programme requirements and the Standards for pre-registration nursing programmes (NMC, 2018), including student (apprenticeship) handbook and programme calendar that confirms the duration of the route. (SPNP R2.5)</p> <p>Education governance: management and quality assurance:</p> <p>None identified</p>

Date condition(s) to be met:	12 July 2019
Recommendations to enhance the programme delivery:	<p>Recommendation one: Map simulated learning practice hours to make explicit the time allocated to students for preparing for simulated learning, reflecting on simulated learning and the time spent with simulated patients. (SPNP R3.4)</p> <p>Recommendation two: The university is to consider whether recognition of prior learning (RPL) could be increased through an exemption to regulations, to permit a higher percentage for NMC registered nurses. (Standards for pre-registration nursing programmes (SPNP) R1.6)</p>
Focused areas for future monitoring:	<p>The capacity of practice supervisors and practice assessors.</p> <p>The implementation and management of the model of practice supervision and practice assessment to ensure sufficient time and support is given to the practice supervisor, practice assessor, and academic assessor.</p>

Programme is recommended for approval subject to specific conditions being met	
Commentary post review of evidence against conditions:	
<p>Revised documentation provides evidence that the changes required to meet the condition have been made.</p> <p>Revised documentation confirms students on the adult NDA route meet programme requirements and the Standards for pre-registration nursing programmes (NMC, 2018). The duration of the programme is confirmed. Condition one is now met.</p>	
AEI Observations	Observations have been made by the education institution YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
Summary of observations made, if applicable	The AEI confirmed the factual accuracy of the report.
Final recommendation made to NMC:	Programme is recommended to the NMC for approval <input checked="" type="checkbox"/>

	Recommended to refuse approval of the programme <input type="checkbox"/>
Date condition(s) met:	12 July 2019

Section three

NMC Programme standards
<p>Please refer to NMC standards reference points</p> <p><i>Standards for pre-registration nursing programmes</i> (NMC, 2018)</p> <p><i>Future nurse: Standards of proficiency for registered nurses</i> (NMC, 2018),</p> <p><i>Standards framework for nursing and midwifery education</i> (NMC, 2018)</p> <p><i>Standards for student supervision and assessment</i> (NMC, 2018)</p> <p>The Code: Professional standards of practice and behaviour for nurses and midwives</p> <p>QA Framework for nursing, midwifery and nursing associate education (NMC, 2018)</p> <p>QA Handbook</p>

Partnerships
<p>The AEI works in partnership with their practice learning partners, service users, students and all other stakeholders.</p>
<p>Please refer to the following NMC standards reference points for this section:</p> <p><i>Standards framework for nursing and midwifery education</i> (NMC, 2018)</p> <p>Standard 1: The learning culture:</p> <p>R1.12 ensure programmes are designed, developed, delivered, evaluated and co-produced with service users and other stakeholders</p> <p>R1.13 work with service providers to demonstrate and promote inter-professional learning and working</p> <p>Standard 2: Educational governance and quality:</p> <p>R2.2 all learning environments optimise safety and quality taking account of the diverse needs of, and working in partnership with, service users, students and all other stakeholders</p> <p>R2.4 comply with NMC <i>Standards for student supervision and assessment</i></p>

R2.5 adopt a partnership approach with shared responsibility for theory and practice supervision, learning and assessment, including clear lines of communication and accountability for the development, delivery, quality assurance and evaluation of their programmes

R2.6 ensure that recruitment and selection of students is open, fair and transparent and includes measures to understand and address underrepresentation

R2.7 ensure that service users and representatives from relevant stakeholder groups are engaged in partnership in student recruitment and selection

Standard 3: Student empowerment:

R3.3 have opportunities throughout their programme to work with and learn from a range of people in a variety of practice placements, preparing them to provide care to people with diverse needs

R3.16 have opportunities throughout their programme to collaborate and learn with and from other professionals, to learn with and from peers, and to develop supervision and leadership skills

R3.17 receive constructive feedback throughout the programme from stakeholders with experience of the programme to promote and encourage reflective learning

R3.18 have opportunities throughout their programme to give feedback on the quality of all aspects of their support and supervision in both theory and practice.

Standard 4: Educators and assessors:

R4.7 liaise and collaborate with colleagues and partner organisations in their approach to supervision and assessment

R4.9 receive and act upon constructive feedback from students and the people they engage with to enhance the effectiveness of their teaching, supervision and assessment

R4.10 share effective practice and learn from others

Standard 5: Curricula and assessment:

R5.4 curricula are developed and evaluated by suitably experienced and qualified educators and practitioners who are accountable for ensuring that the curriculum incorporates relevant programme outcomes

R5.5 curricula are co-produced with stakeholders who have experience relevant to the programme

R5.14 a range of people including service users contribute to student assessment

Standards for student supervision and assessment (NMC, 2018)

Standard 1: Organisation of practice learning:

R1.4 there are suitable systems, processes, resources and individuals in place to ensure safe and effective coordination of learning within practice learning environments

R1.7 students are empowered to be proactive and to take responsibility for their learning

R1.8 students have opportunities to learn from a range of relevant people in practice learning environments, including service users, registered and non-registered individuals, and other students as appropriate

Standard 2: Expectations of practice supervisors:

R2.2 there is support and oversight of practice supervision to ensure safe and effective learning

Standard 3: Practice supervisors: role and responsibilities:

R3.3 support and supervise students, providing feedback on their progress towards, and achievement of, proficiencies and skills

Standard 4: Practice supervisors: contribution to assessment and progression:

R4.3 have sufficient opportunities to engage with practice assessors and academic assessors to share relevant observations on the conduct, proficiency and achievement of the students they are supervising

Standard 7: Practice assessors: responsibilities:

R7.9 communication and collaboration between practice and academic assessors is scheduled for relevant points in programme structure and student progression

Standard 9: Academic assessors: responsibilities:

R9.6 communication and collaboration between academic and practice assessors is scheduled for relevant points in programme structure and student progression

Findings against the standard and requirements

Provide an evaluative summary about the effectiveness of the partnerships between the AEI and their practice learning partners, service users, students and any other stakeholders.

We found evidence that UoS is committed to robust partnership working with all stakeholders including students, SUCs and PLPs in the development, delivery and evaluation of the programme at strategic and operational levels. During the development phase of the programme, the UoS listened to the voices of all stakeholders through a series of partnership visits and engagement approaches. Underpinning this approach is a commitment to a strategy of co-production, which ensures that academics, researchers, PLPs, students and the SUCa are equal members and can affect real change.

SUCs told us that they feel valued and supported. They told us that they feel they are full partners and that their voices are heard. They told us that they feel they make an active contribution to the learning and teaching of students. They have contributed to the development of the new programme through membership of specific work streams to discuss programme design, development and delivery.

SUCs told us how they plan to contribute to the delivery of the proposed programme, this includes being involved in recruitment and selection of students and delivering a number of specific teaching sessions.

The UoS works in collaboration with other Greater Manchester approved education institutes (AEIs) and PLPs to provide opportunities that maximise practice learning. Practice learning opportunities offer a diverse range of placements across all four fields of practice. This includes statutory and non-statutory organisations for example NHS, Local Authority, private voluntary and independent organisations delivering public health, acute, primary and community care, social care. These opportunities are monitored and routinely evaluated.

At the approval visit, PLPs confirm they were represented during the development of the programme through a partnership preparation strategy. This includes strategic and operational infrastructures to manage the quality of the student journey. These include a Greater Manchester workforce group that has agreed a model for supervision and assessment in practice, which includes ensuring effective communication and training for new roles. PLPs told us that their relationship with the university is strong, supportive and effective. They are proud of their involvement in the development of the programme through the programme development group and steering group.

The effective partnership with PLPs has resulted in agreement to have an adapted version of the pan London practice assessment document (PLPAD). To support the implementation of the PLPAD, there is a shared Greater Manchester approach to the preparation of practice supervisors, practice assessors and academic assessors.

The UoS, in partnership with PLPs, ensure oversight for practice supervision and assessment is in place and practice learning adheres to the Standards for student supervision and assessment (SSSA). They have communication processes in place to ensure joint agreement on the proficiency of students as they progress through the programme. PLPs told us they are confident that everything will be in place for September 2019 and they have clear delivery plans.

UoS, in partnership with PLPs, confirm any issues that arise from Care Quality Commission (CQC) quality reviews that impact on the practice learning environment are managed through a systematic partnership process.

The school has a placement management system (InPlace), procured as part of a consortium with other AEIs to go live in 2019-20. Practice learning is recorded using the online Practice Assessment Record and Evaluation (PARE).

We found evidence of comprehensive strategies which aim to provide students with personal, academic and practice learning support across learning environments. These are student centred. Current students speak highly of the support they receive from their personal tutors. At the approval visit, we met current students from each field and year group. Students report high levels of support in practice learning environments and in the university. Students describe their involvement in the development of the new programme and report that the

programme team listen to their opinions. Students also told us that they have seen that the team has made changes to the programme because of their feedback.

We found that the programme is designed to support a learning culture that empowers inclusivity, learning that is active, co-produced and collaborative, research informed, and authentic.

At the approval visit, the school and an employer, Northern Care Alliance NHS Group, which includes Salford Royal NHS Foundation Trust and The Pennine Acute Hospitals NHS Trust, confirmed their commitment to commence an apprenticeship route in the BSc (Hons) Nursing (Adult). They told us this will commence in January 2020 with 20 apprentices. The employer also told us of their early discussions with the school to provide an apprenticeship route in the BSc (Hons) Nursing (Children and Young People). At the approval visit, we found that these plans are in a very early stages of discussion and that this employer does not provide mental health services. At the approval visit, we were unable to confirm how apprenticeship routes through the children and young people's nursing and mental health programme would operate and would meet the Standards for pre-registration nursing programmes (NMC, 2018). The nursing apprenticeship routes in children and young people nursing and mental health nursing are not recommended for approval.

Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 1: Standards framework for nursing and midwifery education

MET **NOT MET**

Please provide any narrative for any exceptions

Assurance is provided that the AEI works in partnership with their practice learning partners, service users, students and all other stakeholders as identified in Gateway 2: Standards for student supervision and assessment

MET **NOT MET**

Please provide any narrative for any exceptions

If not met, state reason and identify which standard(s) and requirement(s) are not met and the reason for the outcome

Student journey through the programme

Standard 1: Selection, admission and progression

Approved education institutions, together with practice learning partners, must:

R1.1 Confirm on entry to the programme that students:

R1.1.1 are suitable for their intended field of nursing practice:

adult, mental health, learning disabilities and
children's nursing

R1.1.2 demonstrate values in accordance with the Code

R1.1.3 have capability to learn behaviours in accordance with the Code

R1.1.4 have capability to develop numeracy skills required to meet programme
outcomes

R1.1.5 can demonstrate proficiency in English language

R1.1.6 have capability in literacy to meet programme outcomes

R1.1.7 have capability for digital and technological literacy to meet programme
outcomes.

R1.2 ensure students' health and character are sufficient to enable safe and
effective practice on entering the programme, throughout the programme and
when submitting the supporting declaration of health and character in line with the
NMC's health and character decision-making guidance. This includes satisfactory
occupational health assessment and criminal record checks

R1.3 ensure students are fully informed of the requirement to declare immediately
any cautions or convictions, pending charges or adverse determinations made by
other regulators, professional bodies and educational establishments, and that any
declarations are dealt with promptly, fairly and lawfully

R1.4 ensure the registered nurse responsible for directing the educational
programme or their designated registered nurse substitute are able to provide
supporting declarations of health and character for students who have completed a
pre-registration nursing programme

R1.5 permit recognition of prior learning that is capable of being mapped to the
Standards of proficiency for registered nurses and programme outcomes, up to a
maximum of 50 percent of the programme and comply with Article 31(3) of
Directive 2005/36/EC (included in annexe one of programme standards document)

R1.6 for NMC registered nurses permit recognition of prior learning that is capable
of being mapped to the *Standards of proficiency for registered nurses* and
programme outcomes that may be more than 50 percent of the programme

R1.7 support students throughout the programme in continuously developing their
abilities in numeracy, literacy, digital and technological literacy to meet programme
outcomes, and

1.8 ensure that all those enrolled on pre-registration nursing programmes are compliant with Article 31(1) of Directive 2005/36/EC regarding general education length as outlined in annexe one in programme standards document.

Standards framework for nursing and midwifery education specifically R2.6, R2.7, R2.8, R2.10

Proposed transfer of current students to the programme under review

Demonstrate a robust process to transfer current students onto the proposed programme to ensure programme learning outcomes and proficiencies meet the Standards for pre-registration nursing programmes (NMC, 2018).

Findings against the standard and requirements

Evidence provides assurance that the following QA approval criteria are met:

- Evidence that selection processes ensure entrants onto the programme are suitable for the intended field of nursing practice and demonstrate values and have capability to learn behaviours in accordance with the Code. Evidence of service users and practitioners involvement in selection processes. (R1.1.1, R1.1.2, R1.1.3)

YES NO
- Evidence of selection processes, including statements on digital literacy, literacy, numeracy, values based selection criteria, educational entry standard required, and progression and assessment strategy, English language proficiency criteria specified in recruitment processes (R1.1.4 – R1.1.7).

YES NO
- There is evidence of occupational health entry criteria, inoculation and immunisation plans, fitness for nursing assessments, Criminal record checks and fitness for practice processes detailed (R1.2)

YES NO
- Health and character processes are evidenced including information given to applicants and students, including details of periodic health and character review timescales. Fitness for practice processes evidenced and information given to applicants and students are detailed (R1.3)

YES NO
- Processes are in place for providing supporting declarations by a registered nurse responsible for directing the educational programme (R1.4)

YES NO

Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met

- Evidence of recognition of prior learning processes, mapped against programme outcomes at all levels and against academic levels of the programme up to a maximum of 50 percent of the programme and comply with Article 31(3) of Directive 2005/36/EC (R1.5)

MET **NOT MET**

R1.5 is met. Documentary evidence and the programme team confirm a recognition of prior learning (RPL) panel reviews all requests to determine if the evidence presented by the applicant meets the criteria and is authentic, acceptable, sufficient and current. Applications for RPL are internally and externally reviewed. We saw evidence of how RPL for practice learning is assessed for the Masters pre-registration nursing routes. These routes will be equivalent to a three-year programme of study that will consist of two-year full-time study and one year of RPL that will recognise 800 hours of RPL for practice learning.

We saw evidence of mapping prior theoretical learning to programme outcomes for progression into the pre-registration nursing programme from the UoS foundation degree nursing associate/nursing associate higher apprentice programme. We also saw evidence of mapping to enable current students who temporarily withdraw to recommence their nursing on the proposed programme.

The AEI told us they offer a foundation year programme. The programme team confirm that on successful completion of the foundation year, students are offered an interview for the pre-registration nursing programme. The programme team verify that students accessing the pre-registration nursing programme via the foundation year programme must meet all selection, admission and progression requirements as detailed in the Standards for pre-registration nursing programmes (NMC, 2018).

The programme team and the apprentice employer confirmed that apprentices would follow the same selection, admission and progression requirements as documented for all nursing students. The programme team told us that interviews for apprentices will take place within the employing organisation and will involve academics, practitioners, SUCs and administrators.

- Evidence that for NMC registered nurses recognition of prior learning is capable of being mapped to the *Standards of proficiency for registered nurses* and programme outcomes (R1.6)

MET **NOT MET**

R1.6 is met. Documentary evidence confirms that RPL is mapped to the Standards of proficiency for registered nurses and the programme outcomes. However, the documents also indicate that the university's maximum permitted RPL is one third of the total number of credits for the award. At the approval visit, we were told that for registered nurses who have previously achieved a degree qualification, RPL is permitted to a maximum of one third of the programme. The AEI are to consider whether RPL could be increased through an exemption to regulations, to permit a higher percentage for NMC registered nurses. (Recommendation one)

- Numeracy, literacy, digital and technological literacy mapped against proficiency standards and programme outcomes. Provide evidence that the programme meets NMC requirements, mapping how the indicative content meets the proficiencies and programme outcomes.

Ongoing achievement record (OAR) and practice assessment document (PAD) are linked to competence outcomes in numeracy, literacy, digital and technological literacy to meet programme outcomes. Detail support strategies for students throughout the programme in continuously developing their abilities in numeracy, literacy, digital and technological literacy to meet programme outcomes (R1.7)

MET **NOT MET**

R1.7 is met. Documentary evidence and confirmation by the programme team and students affirms that students are supported in both theory and practice learning in continuously developing their abilities in numeracy, literacy, digital and technological skills to meet programme outcomes. Numeracy, literacy, digital and technological skills are mapped against the Standards of proficiency for registered nurses and programme outcomes.

We were told at the approval visit that the students' capability to develop numeracy, literacy, digital and technological skills are assessed in the admission process. There is an English and maths entry test for all students. Initial English assessment is contextualised to specific fields of practice. Development and subsequent support is planned throughout the programme with online skills development resources available. A maths diagnostic test is used annually and also facilitates online tutoring. We were told of the school's intention to utilise a student digital capabilities passport to progress students to level two of Health Education England (2018) digital capabilities framework. Practice learning is recorded using the online Practice Assessment Record and Evaluation (PARE). We were informed that during practice learning, students experience digital systems such as electronic patient records, electronic medication administration systems and the increasing use of digital technologies to help track, manage and improve health outcomes. We were told that simulated practice learning also includes a range of digital and technological applications.

Documentary evidence and confirmation by the programme team demonstrates that numeracy, literacy, digital and technological literacy skills are embedded throughout the programme. These skills are formatively and summatively assessed in both theory and practice learning. Practice learning is recorded using the online PARE. During practice learning, students experience digital systems in clinical practice such as electronic patient records, electronic medication administration systems and the increasing use of digital technologies to help track, manage and improve health outcomes. Simulated practice learning also includes a range of digital and technological applications.

Evidence provides assurance that the following QA approval criteria are met:

- Evidence of processes to ensure that all those enrolled on pre-registration nursing programmes are compliant with Directive 2005/36/EC regarding general education length (R1.8)

YES NO

Proposed transfer of current students to the programme under review

From your documentary analysis and your meeting with students, provide an evaluative summary to confirm how the *Standards for pre-registration nursing programmes* and *Standards of proficiency for registered nurses* will be met through the transfer of existing students onto the proposed programme.

There is evidence that current students learning in theory and practice is mapped to the programme standards and Standards of proficiency for registered nurses and support systems are in place

MET NOT MET

The programme team confirmed that existing students will not transfer to the proposed programme. Current pre-registration nursing student, with the exception of the final year students, will transfer to the SSSA from September 2019.

The current pre-registration nursing programme uses the PLPAD. The AEI and PLPs have worked in partnership with PLPLG in revising the PLPAD to reflect the requirements of the SSSA. At the approval visit, PLPs told us they are excited to implement these new standards.

Students told us that they were consulted about the proposed transfer and are aware of the plans to transfer their practice learning to the new model of supervision and assessment. They are able to articulate the key differences in the new practice assessment roles. Students told us how they are being prepared and supported before and during the transfer period.

Evidence that for NMC registered nurses recognition of prior learning is capable of being mapped to the Standards of proficiency for registered nurses and programme outcomes

MET NOT MET

Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to selection, admission and progression are met

YES NO

Outcome

Is the standard met?

MET NOT MET

Date: 10 June 2019

Standard 2: Curriculum

Approved education institutions, together with practice learning partners, must:

R2.1 ensure that programmes comply with the NMC *Standards framework for nursing and midwifery education*

R2.2 comply with the NMC *Standards for student supervision and assessment*

R2.3 ensure that programme learning outcomes reflect the *Standards of proficiency for registered nurses* and each of the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing

R2.4 design and deliver a programme that supports students and provides exposure across all four fields of nursing practice: adult, mental health, learning disabilities and children's nursing

R2.5 state routes within their pre-registration nursing programme that allows students to enter the register in one or more of the specific fields of nursing practice: adult, mental health, learning disabilities or children's nursing

R2.6 set out the general and professional content necessary to meet the *Standards of proficiency for registered nurses* and programme outcomes

R2.7 set out the content necessary to meet the programme outcomes for each field of nursing practice: adult, mental health, learning disabilities and children's nursing

R2.8 ensure that field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation is included for entry to the register in one or more fields of nursing practice

R2.9 ensure the curriculum provides an equal balance of theory and practice learning using a range of learning and teaching strategies

R2.10 ensure that programmes delivered in Wales comply with legislation which supports use of the Welsh language

R2.11 ensure pre-registration nursing programmes leading to registration in the adult field of practice are mapped to the content for nurses responsible for general care as set out in Annexe V.2 point 5.2.1 of Directive 2005/36/EC (included in Annexe 1 of programme standards document)

R2.12 ensure that all pre-registration nursing programmes meet the equivalent of minimum programme length for nurses responsible for general care in Article 31(3) of Directive 2005/36/EC (included in Annexe 1 of programme standards document)

R2.13 ensure programmes leading to registration in two fields of nursing practice are of suitable length to ensure proficiency in both fields of nursing, and

R2.14 ensure programmes leading to nursing registration and registration in another profession, are of suitable length and nursing proficiencies and outcomes are achieved in a nursing context.

Standards framework for nursing and midwifery education specifically:

R1.9, R1.13; R2.2, R2.14, R2.15, R2.18, R2.19; R3.1, R3.2, R3.4, R3.9, R3.10, R3.15, R 3.16;

R5.1 - R5.16.

Standards for student supervision and assessment specifically:

R1.2, R1.3, R1.7, R1.10, R1.11

Findings against the standard and requirements

Evidence provides assurance that the following QA approval criteria are met:

- There is evidence that the programme complies with the NMC Standards framework for nursing and midwifery education (R2.1)
YES NO
- There is evidence that the programme complies with the NMC standards for student supervision and assessment (R2.2)
YES NO
- Mapping to show how the curriculum and practice learning content reflect the *Standards of proficiency for registered nurses* and each of the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R2.3)
YES NO

Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met.

- There is evidence to show how the design and delivery of the programme will support students in both theory and practice to experience across all four fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R2.4)

MET NOT MET

R2.4 is met. Documentary evidence confirms that the proposed design and delivery of the programme will support students in both theory and practice to experience all four fields of nursing practice. The design of each nursing field allows field specific development. Each field of nursing practice has its own intended learning outcomes mapped against each academic year (part of the programme), the overarching programme and module outcomes.

Documentary evidence confirms that the programme is values based. The programme team told us that this will ensure students study within a person-centred, values-based, caring programme. The programme team told us that this

aims to generate a personal, caring and compassionate approach to nursing practice, such as connectedness, affective awareness, supporting students to nurture safe practice and moral responsibility. The programme team told us that a coaching approach to personal tutoring will unlock the potential and character of future nurses.

Documentary evidence confirms theory learning is delivered by a combination of generic and field specific modules. At the approval visit, we were told that teaching and learning strategies promote students' understanding of and the application of knowledge and skills across fields of practice. For example, students learn together to understand how the principles and practice of safeguarding apply across the life course, to people who have a range of often complex vulnerabilities that may include mental health, cognitive impairment, physical health or disability. In the university setting learning includes; tutorials, seminars, lectures, workshops, simulated practice digital learning, technology enhanced learning directed and independent study. Students told us that the use of scenarios and real-life experiences from service users has provided a range of memorable learning experiences.

Learning in the practice setting includes; direct care delivery, observation, discussion, coaching, supervision and feedback, peer learning and work-based learning. Students told us they are impressed with the quality and variety of placements available to them.

The programme team told us that they are committed to interprofessional education that enables students from two or more professions to learn from, with, and about each other, to improve integrated practice and quality of care. Interprofessional education has been integrated into all modules within the programme. There are mixed seminar groups promoting learning together combined with a clear focus on self-assessment of professional and personal skills and values. The documentary review clearly articulates how students in adult, mental health and children's nursing learn with and from each other. The PLPAD evidences that students can record their experiences of interdisciplinary learning and working. The programme team told us that there are opportunities for shared learning with other allied health students.

The programme team, PLPs and current students confirm that within practice learning, students have placements and exposure to other respective fields of nursing.

Students told us that they were supported through a range of formal mechanisms. Students spoke highly of the personal tutoring system. Students told us they were provided with opportunities to evaluate their learning experiences in theory and in practice. They told us that they felt their voices were listened to and that changes had been made based on their feedback.

- Evidence that programme structure/design/delivery will illustrate specific fields of practice that allows students to enter the register in one or more specific fields of nursing practice. Evidence of field specific learning outcomes and content in the module descriptors (R2.5)

MET **NOT MET**

R2.5 is not met. Documentary evidence and the approval visit confirms the programme structure, outcomes and module content identifies specific fields of practice. The programme specifications and module descriptors provide clear evidence that the programme prepares students to enter the NMC register. Documentation states that the programme will ensure that the prospective registrant is able to deliver holistic care and has the expected depth of skills and knowledge to deliver safe and effective care to those in the specified field of nursing practice.

UoS intend to offer a NDA route for adult, children and young people and mental health fields of practice. Documentary evidence supports mapping of apprenticeship requirements, which includes the knowledge, skills and behaviours, against the modules within the programme. The programme team told us that they plan to commence the adult field NDA route in January 2020. Whilst the programme team could articulate how students (apprentices) taking the adult nurse apprenticeship would meet programme requirements, this was not clear in the documentation. The programme team must provide clarity within the programme documentation that confirms students on the adult NDA route meet programme requirements and the SPNP (NMC, 2018). (Condition one). The programme team told us that preparations for a NDA route for children and young peoples' nursing and mental health nursing are still at an early stage of discussion and development. This was confirmed by PLPs. At the approval visit, we were unable to confirm how apprenticeship routes through the children and young peoples' nursing and mental health programme would operate and would meet the SPNP (NMC, 2018). The NDA routes in children and young peoples' nursing and mental health nursing are not recommended for approval.

Evidence provides assurance that the following QA approval criteria are met:

- There is evidence that mapping has been undertaken to show that the programme meets NMC requirements of the *Standards of proficiency for registered nurses* (R2.6)

YES **NO**

There is evidence that mapping has been undertaken to set out the content necessary to meet the programme outcomes for each field of nursing practice: adult, mental health, learning disabilities and children's nursing (R2.7)

YES **NO**

Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met.

- There is evidence that mapping has been undertaken to ensure that field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation is included for entry to the register in one or more fields of nursing practice (R2.8)

MET **NOT MET**

R2.8 is met. Documentary evidence confirms that the Standards of proficiency for registered nurses (NMC, 2018) have been mapped extensively against the programme outcomes at all academic levels. This confirms that field specific content in relation to the law, safeguarding, consent, pharmacology and medicines administration and optimisation are included in the programme. Programme design and content provide learning opportunities for all students to acquire the knowledge, skills and professional behaviours that assure the provision of safe and effective holistic care

General and field specific content are identified in the programme and module learning outcomes, and are delivered through a range of learning, teaching and assessment strategies.

- The programme structure demonstrates an equal balance of theory and practice learning. This is detailed in the designated hours in the module descriptors and practice learning allocations. A range of learning and teaching strategies are detailed in the programme specification, programme handbook and module descriptors with theory / practice balance detailed at each part of the programme and at end point
There are appropriate module aims, descriptors and outcomes specified. There is a practice allocation model for the delivery of the programme that clearly demonstrates the achievement of designated hours for the programme detailed. (R2.9)

MET **NOT MET**

R2.9 is met. The documentary evidence demonstrates an equal balance of theory and practice learning. The programme structure ensures that the 2,300 hours of practice learning and 2,300 hours of theoretical learning are achieved by the end of the programme.

We saw evidence of how RPL for practice learning is assessed for the Masters (MA) pre-registration nursing routes. These routes will be equivalent to a three-year programme of study that will consist of two-year full-time study and one year of RPL, that will recognise 800 hours for practice learning.

The hours of learning are specified within the theory and practice modules. Practice learning hours completed by students are recorded by the student in their PLPAD and monitored by practice assessors and academic staff. A practice learning model is provided which clearly demonstrates the designated practice hours. PLPs confirmed this at the approval visit.

Evidence provides assurance that the following QA approval criteria are met:

- Evidence to ensure that programmes delivered in Wales comply with any legislation which supports the use of the Welsh language (R2.10)

YES **NO** **N/A**

The programme is delivered in England.

- Evidence that the programme outcomes are mapped to the content for nurses responsible for general care and will ensure successful students met

<p>the registration requirement for entry to the register in the adult field of practice (R2.11). YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p> <ul style="list-style-type: none"> Evidence that the pre-registration nursing programme will meet the equivalent of minimum programme length for nurses responsible for general care in Article 31(3) of Directive 2005/36/EC (R2.12) YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> Evidence that programmes leading to registration in two fields of nursing practice are of suitable length to ensure proficiency in both fields of nursing (R2.13) YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> Evidence to ensure that programmes leading to nursing registration and registration in another profession, will be of suitable length and nursing proficiencies and outcomes will be achieved in a nursing context (R2.14) YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
<p>Assurance is provided that Gateway 1: <u>Standards framework for nursing and midwifery education</u> relevant to curricula are met YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p> <p>Assurance is provided that Gateway 2: <u>Standards for student supervision and assessment</u> relevant to curricula and assessment are met YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
<p>Outcome</p>
<p>Is the standard met? MET <input type="checkbox"/> NOT MET <input checked="" type="checkbox"/></p> <p>Documentary evidence supports mapping of apprenticeship requirements, which includes the knowledge, skills and behaviours, against the modules within the programme. The programme team told us that they plan to commence the adult NDA route in January 2020. Whilst the programme team could articulate how students (apprentices) taking the adult NDA would meet programme requirements, this was not clear in the documentation. The programme team must provide clarity within the programme documentation that confirms students (apprentices) on the adult NDA route meet programme requirements and the Standards for pre-registration nursing programmes (NMC, 2018). (Condition one)</p> <p>Condition one: Provide clarity within the programme documentation that confirms students on the adult NDA route meet programme requirements and the SPNP (NMC, 2018), including student (apprenticeship) handbook and programme calendar that confirms the duration of the route. (SPNP R2.5)</p> <p>Date: 10 June 2019</p>
<p>Post event review</p>
<p>Identify how the condition(s) is met:</p> <p>Revised documentation confirms students on the adult NDA route meet programme requirements and the Standards for pre-registration nursing</p>

programmes (NMC, 2018). The length of the programme is confirmed as three years full time with the opportunity to shorten the programme through RPL. Condition one is now met.

Evidence:

Programme team response to conditions, 10 July 2019

BSc (Hons) Nursing (Adult) NDA programme specification, revised July 2019

BSc (Hons) Nursing (Adult) NDA year planner, revised July 2019

BSc (Hons) Nursing (Adult) NDA assessment map, revised July 2019

BSc (Hons) Nursing (Adult) NDA handbook, revised July 2019

Date condition(s) met: 12 July 2019

Revised outcome after condition(s) met: MET NOT MET

Condition one is now met. Assurance is provided that the SPNP R2.5 is met.

Standard 3: Practice learning

Approved education institutions, together with practice learning partners, must:

R3.1 provide practice learning opportunities that allow students to develop and meet the *Standards of proficiency for registered nurses* to deliver safe and effective care to a diverse range of people, across the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing

R3.2 ensure that students experience the variety of practice expected of registered nurses to meet the holistic needs of people of all ages

R3.3 provide practice learning opportunities that allow students to meet the communication and relationship management skills and nursing procedures, as set out in *Standards of proficiency for registered nurses*, within their selected fields of nursing practice: adult, mental health, learning disabilities and children's nursing

R3.4 ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment and pre-registration

nursing programmes leading to registration in the adult field of practice comply with Article 31(5) of Directive 2005/36/EC (included in Annexe 1 of programme standards document)

R3.5 take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for students with disabilities

R3.6 ensure students experience the range of hours expected of registered nurses, and

R3.7 ensure that students are supernumerary.

Standards framework for nursing and midwifery education specifically:

R1.1, R1.3, R1.5; R2.9, R2.11; R3.3, R3.5, R 3.7, R3.16; R5.1, R5.7, R5.10, R5.12

Standards for student supervision and assessment, specifically R1.1 – R1.11

Findings against the standard and requirements

Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met.

- Evidence that the practice learning opportunities allow students to develop and meet the *Standards of proficiency for registered nurses* to deliver safe and effective care, to a diverse range of people, across the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R3.1)

MET **NOT MET**

R3.1 is met. Documentary evidence and the approval visit confirm that practice learning experiences are designed to enable students to develop and meet the Standards of proficiency for registered nurses (NMC, 2018) to deliver safe and effective care, to a diverse range of people, across the four fields of nursing practice: adult, mental health, learning disabilities and children's nursing.

The UoS and associated PLPs confirmed they are committed to providing opportunities that maximise practice learning and ensure that all Standards of proficiency for pre-registration nurses and programme outcomes are met. The school has a placement management system (InPlace), procured as part of a consortium with other AEs, to go live in 2019-20. The system provides individual student placement plans to enable students to be allocated to relevant practice learning environments.

Practice learning opportunities offer a diverse range of placements across all four fields of practice. This includes statutory and non-statutory organisations for example NHS, Local Authority, private voluntary and independent organisations delivering public health, acute, primary and community care; social care. The AEI has strong partnerships with a wide variety of PLPs across Greater Manchester and beyond, with over 500 placements on offer.

The programme team told us that the allocation of practice learning experiences takes in account the student's programme of study and field of nursing. Practice learning experiences are designed to enable varied exposure to other fields of nursing practice, which are recorded in the PLPAD.

- There is evidence of how the programme will ensure students experience the variety of practice learning experiences to meet the holistic needs of people in all ages. There are appropriate processes for assessing, monitoring and evaluating these practice experiences (R3.2)

MET **NOT MET**

R3.2 is met. Documentary evidence and the findings at the approval visit confirm that the programme will ensure students experience the variety of practice learning experiences to meet the holistic needs of people in all ages. Students are supported and encouraged to learn from a range of relevant people (including service users, registrants, carers and other students), in a diverse range of settings including a variety of large adaptable simulation suites. Service users and members of the Supporting People Into Community Employment (SPICE) group told us that they feel very involved with the work of the university and involvement in the delivery of nursing programme and receive excellent feedback. Students confirm this and valued the real-life learning this provides to them.

The documentary evidence and findings at the approval visit confirm there is a strong ethos of partnership workings between the AEI and PLPs at strategic and operational levels.

PLPs confirmed that practice learning environments have an educational audit which confirms the opportunities for students to acquire the knowledge and skills needed to deliver safe and effective care to a diverse range of people.

Students told us that they have opportunity to evaluate their practice learning experiences. PLPs confirmed that they have access to the students' evaluations of practice learning and discuss the outcomes with the AEI, and take any action, as necessary.

The programme team confirm that students have an opportunity to undertake an elective UK or short international placement as part of their practice learning experience.

- Evidence that the practice learning opportunities allow students to meet the communication and relationship management skills and nursing procedures, as set out in the *Standards of proficiency for registered nurses*, within their selected fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R3.3)

MET **NOT MET**

R3.3 is met. The documentary review and findings at the approval visit confirm that all students have practice learning opportunities to meet the communication and relationship management skills and nursing procedures identified in the Standards of proficiencies for registered nurses (NMC, 2018) within their selected fields of nursing practice. A mapping document confirms mapping of annexe A and annexe B to module content across all years (parts) of the programme for all fields of practice. These requirements are also reflected in the PLPAD outcomes. Learning, supervision, assessment and recording of all required proficiencies are supported by practice supervisors and practice assessors.

- Evidence to ensure technology enhanced and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment and pre-registration nursing programmes leading to

registration in the adult field of practice comply with Article 31(5) of Directive 2005/36/EC (R3.4)

MET **NOT MET**

R3.4 is met. The simulation resources were visited by one of the NMC visitors who confirmed that the simulation suite offers a range of manikins including babies, children, adults and pregnant women. The scenarios and simulated care settings include hospital, community care and home care settings This allows the provision of complex scenarios that cover the lifespan in a range of situations. Simulation based learning is an integral part of the programme, fostering the development of knowledge, skills, confidence and professional behaviours. SUCs told us that they co-produced simulated learning experiences and that these include role-play, scenario-based learning and learning from the experiences of SUCs.

The hours of simulated learning are documented within the programme structure. The programme team told us that for adult nursing students simulated practice learning will involve people to simulate patients. For children and young people's nursing students and for mental health students, simulated practice may include people to simulate patients but will also include simulated learning using manikins. The programme team are recommended to map simulated learning practice hours to make explicit the time allocated to students for preparing for simulated learning, reflecting on simulated learning and the time spent with simulated patients. (Recommendation one)

The documentary review confirms that technology enhanced, and simulation-based learning opportunities are used effectively and proportionately to support learning and assessment and pre-registration nursing programmes leading to registration in the adult field of practice comply with Article 31(5) of Directive 2005/36/EC.

A technology enhanced and digitally enabled programme supports student learning and assessment. Students confirmed they engage with a variety of technologies for theoretical and practice learning and assessment. The AEI's virtual learning environment (VLE) is the main delivery platform for information, communication and collaboration. It is the repository of learning resources, e-assessment submission and feedback.

- There are processes in place to take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for disabilities (R3.5)

MET **NOT MET**

R3.5 is met. Documentary evidence suggests that the school and PLPs share the values of fairness, respect, transparency and equality for all students on campus or in practice learning settings.

The documentary evidence and the findings of the approval visit confirms that there are processes in place to take account of students' individual needs and personal circumstances when allocating their practice learning including making reasonable adjustments for disabilities. The programme team told us that practice

learning experiences are provided, that both enable student development and achievement of outcomes and proficiencies whilst recognising individual needs (including reasonable adjustments) and assuring patient and public safety.

Documentary review confirms that processes are in place to identify and if possible, mitigate factors that may disadvantage a student in comparison to their peers. The operation of a reasonable adjustment plan makes individual recommendations that apply to both academic and practice learning and can be shared with the programme team and PLPs, with student consent. Students told us that where they had disclosed personal learning needs, they felt they were well supported.

The programme team told us that all students can access well-being and counselling, disability and learning support, financial support and accommodation support through the AEI's AskUS service. This was confirmed by students.

Note: *If issues of concern have been identified by system regulators regarding practice learning environments which are to be used for this programme include an overview of the partnership approach between the AEI/education institution and their practice learning partners to manage and mitigate any risks to student learning.*

Evidence provides assurance that the following QA approval criteria are met:

- Evidence of how programme is planned to allow for students to experience the range of hours expected of registered nurses (e.g. 24 hour care, seven days night shifts planned examples) (R3.6)

YES NO

- Processes are in place to ensure that students are supernumerary (R3.7)

YES NO

Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to practice learning are met YES NO

Assurance is provided that Gateway 2: Standards for student supervision and assessment relevant to practice learning are met YES NO

Outcome

Is the standard met? MET NOT MET

Date: 10 June 2019

Standard 4: Supervision and assessment

Approved education institutions, together with practice learning partners, must:

R4.1 ensure that support, supervision, learning and assessment provided complies with the NMC *Standards framework for nursing and midwifery education*

R4.2 ensure that support, supervision, learning and assessment provided complies with the NMC *Standards for student supervision and assessment*

R4.3 ensure they inform the NMC of the name of the registered nurse responsible for directing the education programme

R4.4 provide students with feedback throughout the programme to support their development

R4.5 ensure throughout the programme that students meet the *Standards of proficiency for registered nurses* and programme outcomes for their fields of nursing practice: adult, mental health, learning disabilities and children's nursing

R4.6 ensure that all programmes include a health numeracy assessment related to nursing proficiencies and calculation of medicines which must be passed with a score of 100%

R4.7 ensure that students meet all communication and relationship management skills and nursing procedures within their fields of nursing practice: adult, mental health, learning disabilities and children's nursing

R4.8 assess students to confirm proficiency in preparation for professional practice as a registered nurse

R4.9 ensure that there is equal weighting in the assessment of theory and practice

R4.10 ensure that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills set out in *Standards of proficiency for registered nurses*, and

R4.11 ensure the knowledge and skills for nurses responsible for general care set out in Article 31(6) and the competencies for nurses responsible for general care set out in

Article 31(7) of Directive 2005/36/EC for pre-registration nursing programmes leading to registration in the adult field of practice have been met. (included in Annexe 1 of programme standards document)

Standards framework for nursing and midwifery education specifically:

R2.11; R3.5, R3.6, R3.8, R3.11, R3.13, R3.14, R3.17;

R4.1, R4.2, R4.3, R4.4, R4.5, R4.6, R4.8, R4.11; R5.9

Standards for student supervision and assessment

R4.1 – R4.11

Findings against the standards and requirements

Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met

- There is evidence of how the programme will ensure how support, supervision, learning and assessment provided complies with the NMC *Standards framework for nursing and midwifery education*. (R4.1)

MET **NOT MET**

R4.1 is met. Documentary evidence and findings at the approval visit confirm that the AEI and PLPs have established and effective strategies at strategic and operational levels for ensuring support, supervision, learning and assessment complies with the Standards framework for nursing and midwifery education (NMC, 2018).

The documentary evidence confirms that co-production strategies ensure approaches to learning, supervision and assessment are owned by all stakeholders, including service users, PLPs, AEI staff and students. The programme team and PLPs told us that safety of people is a primary consideration in all learning settings.

The programme meets NMC standards, providing creative, flexible and varied learning opportunities that enable students to meet programme outcomes and proficiencies such as the use of real-life scenarios developed with the service users groups. Stakeholders confirm that the university listens to feedback and this brings about change in both programme design and delivery. Students tell us that the new programme offers opportunities brought about by their feedback and evaluations. Effort has been made to make the programme future proof and to provide skills, knowledge and experience relevant to the local and wider community.

PLPs told us that the placement allocation process identifies the practice supervisor and practice assessor for each student. This process confirms capacity of practice supervisors and practice assessors. The documentary evidence verifies that these arrangements are evident within the PLPAD. The PLPAD contains a clear description of the roles and responsibilities of practice supervisors and practice assessors. PLPs told us that within the PLPAD, signatures of practice supervisors and practice assessors are required to confirm that they are adequate qualified and prepared for their roles.

At the approval visit, we were told by current mentors and PLPs that they have attended or are about to attend workshops to prepare them for their role as practice supervisors and practice assessors.

- There is evidence of how the *Standards for student supervision and assessment* are applied to the programme. There are processes in place to identify the supervisors and assessor along with how they will be prepared for their roles. (R4.2).

MET **NOT MET**

R4.2 is met. Documentary evidence and findings at the approval visit confirm the AEI and PLPs have developed and agreed a UoS practice supervisor, practice assessor, academic assessor preparation, implementation, student transfer and governance proposal and plan. This articulates how the new roles of practice

assessor, practice supervisor and academic assessor are implemented. This includes how individuals in these roles are prepared and developed. It also clarifies how students who are transferring to the SSSA will be communicated with, prepared and supported.

The names of practice assessors and supervisors are recorded in the PLPAD. We were told that practice assessors are experienced registrants who have the skills, knowledge and expertise for the role. Students are assessed in practice by a nominated practice assessor, who makes objective, evidence-based assessments of achievement, proficiency and conduct based on sources such as direct observation, feedback from practice supervisors and student records. PLPs told us that current mentors will take on the practice assessor or practice supervisor roles and the programme team will identify the academic staff who will take on the role of academic assessor. This was confirmed by the programme team who told us that personal tutors would be academic assessors for non-consecutive parts of the programme.

The programme team told us that students have a nominated academic assessor for each part of the programme who will confirm that the student has achieved outcomes and proficiencies in the academic setting.

Practice supervisors and practice assessors told us that they are prepared for their roles via a collaborative process between the four Greater Manchester AELs and PLP organisations. We were told that resources to support this include workshops, online learning resources available on the PARE platform and support from practice education facilitators and university link lecturers. Preparation for academic assessor roles will be via workshops and online resources in the university.

Evidence provides assurance that the following QA approval criteria are met:

- There are processes in place to ensure the NMC is informed of the name of the registered nurse responsible for directing the education programme (R4.3) **YES** **NO**

Provide an evaluative summary from your documentary analysis and evidence AND discussion at the approval visit to demonstrate if assurance is provided that the QA approval criteria below is met or not met

- There are processes in place to provide students with feedback throughout the programme to support their development. Formative and summative assessment strategy is detailed (R4.4)

MET **NOT MET**

R4.4 is met. Documentary evidence and the approval visit confirm that there are processes in place to provide students with feedback throughout the programme to support their development. A formative and summative assessment strategy is detailed within the PLPAD.

Documentary review verifies that practice assessors use a range of evidence, including feedback from practice supervisors to support decision-making on

student achievement of standards and proficiencies and progression. Academic assessors use a range of evidence of student proficiency, achievement and conduct in the academic setting to inform decision-making. At the approval visit, the programme team and PLPs told us that academic assessors and practice assessors work together to make an objective evaluation of student progress. PLPs told us that they understand the process for supporting failing students and confirm they work closely with academic staff in these situations.

The PLPAD evidences that practice learning has clear opportunities for feedback built into the assessment process: e.g. student initial self-assessment and action planning, midpoint and final assessment points.

Students are encouraged to seek feedback from all they work with in practice learning environments. Formative feedback may be given by practice supervisors, other professions, students and service users. Feedback from carers is particularly valued and there is the facility for service user or carer commentary to be included in the PLPAD.

The programme design includes a clear assessment strategy, which provides formative and summative assessment activities. Formative feedback points are built into academic and practice structures to ensure that students have access to timely constructive feedback on all aspects of their work. The programme team told us that students will be eligible for in year retrieval of assessments in theory modules in the first year (part) of their programme. This offers students the opportunity to retrieve failure in assessments at a much earlier point in the academic year, closer to the point of module content to which the assessment relates.

The documentary evidence confirms that the AEI aims to provide students with personalised and detailed feedback in a timely fashion. Feedback is based on the assessment criteria and rubric and may be written or audio recorded.

A further source of regular feedback to the student is the personal tutor who has a key responsibility for supporting and monitoring personal and professional development. Students spoke highly of their personal tutors.

- There is appropriate mapping of the curriculum and practice learning placements to ensure throughout the programme that students meet the *Standards of proficiency for registered nurses* and programme outcomes for their fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R4.5)

MET **NOT MET**

R4.5 is met. The documentary evidence confirms that there is appropriate mapping of the curriculum and PLPAD to ensure throughout the programme that students meet the Standards of proficiency for registered nurses and programme outcomes for their fields of nursing practice: adult, mental health and children's nursing. All modules within the programme are mandatory and there is no compensation applied within the module assessments, which ensures the

Standards of proficiency for registered nurses and programme outcomes for the field of nursing practice are achieved.

Evidence provides assurance that the following QA approval criteria are met:

- There is evidence that all programmes include a health numeracy assessment related to nursing associate proficiencies and calculation of medicines which must be passed with a score of 100 percent (R4.6)
YES **NO**
- Processes are in place to ensure that students meet all communication and relationship management skills and nursing procedures within their fields of nursing practice: adult, mental health, learning disabilities and children's nursing (R4.7)
YES **NO**
- Evidence of processes to assess students to confirm proficiency in preparation for professional practice as a registered nurse (R4.8)
YES **NO**
- There is an assessment strategy with details and weighting expressed for all credit bearing assessments. Theory and practice weighting is calculated and detailed in award criteria and programme handbooks (R4.9)
YES **NO**
- There is evidence that all proficiencies are recorded in an ongoing record of achievement which must demonstrate the achievement of proficiencies and skills as set out in the *Standards of proficiency for registered nurses* (R4.10)
YES **NO**
- Evidence to ensure the knowledge and skills for nurses responsible for general care set out in article 31(6) and the competencies for nurses responsible for general care set out in article 31(7) of Directive 2005/36/EC for pre-registration nursing programmes leading to registration in the adult field of practice have been met (R4.11)
YES **NO**

Assurance is provided that Gateway 1: Standards framework for nursing and midwifery education relevant to supervision and assessment are met

YES **NO**

Assurance is provided that Gateway 2: Standards for student supervision and assessment are met

YES **NO**

Outcome

Is the standard met? **MET** **NOT MET**

Date: 10 June 2019

Standard 5: Qualification to be awarded

Approved education institutions, together with practice learning partners, must:

R5.1 ensure that the minimum award for a pre-registration nursing programme is a bachelor's degree, and

R5.2 notify students during and before completion of the programme that they have five years to register their award with the NMC. In the event of a student failing to register their qualification within five years they will have to undertake additional education and training or gain such experience as specified in our standards.

Findings against the standards and requirements

Evidence provides assurance that the following QA approval criteria are met:

- The pre-registration nursing programme award to be approved is clearly identified in all programme documentation and is a minimum of a bachelor's degree (R5.1)

YES NO

- Documentary evidence that the registered nurse responsible for directing the educational programme or their designated registered nurse substitute have advised students during and before completion of the requirement to register their qualification within five years of the award. (R5.2)

YES NO

Fall Back Award

If there is a fall back exit award with registration as a nurse all NMC standards and proficiencies are met within the award

Standards framework for nursing and midwifery education specifically R2.11, R2.20

YES NO N/A

It is clearly identified within the programme specifications that the fall back or interim exit awards do not provide eligibility to apply for entry to the NMC register.

Assurance is provided that the *Standards framework for nursing and midwifery education* relevant to the qualification to be awarded are met

YES NO

Outcome

Is the standard met?

MET

NOT MET

Date: 10 June 2019

Section four

Sources of evidence

The following documentation provided by the AEI/education institution was reviewed by the visitor(s):

Key documentation	YES	NO
Programme document, including proposal, rationale and consultation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme specification(s) include fields of nursing practice: adult, mental health, learning disabilities and children's nursing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Module descriptors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student facing documentation including: programme handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student university handbook	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice assessment documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ongoing record of achievement (ORA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environment handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning handbook for practice supervisors and assessors specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Academic assessor focused information specific to the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Placement allocation / structure of programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PAD linked to competence outcomes, and mapped against standards of proficiency	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards framework for nursing and midwifery education</i> (NMC, 2018)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education institution has met the <i>Standards for pre-registration nursing programmes</i> (NMC, 2018)	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Mapping document providing evidence of how the <i>Standards for student supervision and assessment</i> (NMC, 2018) apply to the programme(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Curricula vitae for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
CV of the registered nurse responsible for directing the education programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Registrant academic staff details checked on NMC website	<input checked="" type="checkbox"/>	<input type="checkbox"/>
External examiner appointments and arrangements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Written confirmation by education institution and associated practice learning partners to support the programme intentions, including a signed supernumerary agreement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>List additional documentation:</p> <p>Response by the programme team prior to the approval visit. This document was submitted by the programme team following receipt of the interim programme approval report:</p> <p>Foundation year pathway document, undated</p> <p>Adult nursing course finder template, undated</p> <p>Children and young peoples nursing course finder template</p> <p>Mental health nursing course finder template</p> <p>UoS RPL flow diagrams- pre-registration nursing programmes, May 2019</p> <p>UoS RPL (APL) document for pre-registration nursing programmes, May 2019. This included:</p> <p>Mapping Foundation Degree Nursing Associate / Nursing Associate Higher Apprentice Programme 2018/19 against Future Nurse Curriculum 2019.</p> <p>Mapping BSc (Hons) Nursing (Adult; Mental Health; Children & Young People) Future Nurse Curriculum 2019 (FNC) APL against C16 Curriculum year 1 and year 2:</p> <p>MA Nursing (Adult; Mental Health; Children & Young People) 2019 Future Nurse Curriculum Accreditation of Prior Learning against MA 2016/17 Curriculum</p> <p>Mapping BSc (Hons) Nursing Integrated Learning Disabilities and Social Work 2019 Against Current Programme</p> <p>Future Nurse Curriculum mapping of Annex A and B</p>		

E Roster for student nurses

Ongoing stake holder overview of future nurse curriculum

Flyer for workshops to support implementation of the SSSA

School of Health and Society, Salford Future Nurse Programme document

Post event documentation to support conditions are met:

Programme team response to conditions, 10 July 2019

Programme specification MA Nursing (Adult), revised 25 June 2019

MA Nursing (Mental Health), revised 25 June 2019

MA Nursing (Children and Young People), revised 25 June 2019

BSc (Hons) Nursing (Adult) NDA programme specification, revised July 2019

BSc (Hons) Nursing (Adult) NDA year planner, revised July 2019

BSc (Hons) Nursing (Adult) NDA assessment map, revised July 2019

BSc (Hons) Nursing (Adult) NDA handbook, revised July 2019

If you stated no above, please provide the reason and mitigation:

Student university handbook: all links to wider UoS support is signposted through the programme handbook.

Additional comments:

During the event the visitor(s) met the following groups:

	YES	NO
Senior managers of the AEI/education institution with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior managers from associated practice learning partners with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Programme team/academic assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice leads/practice supervisors/practice assessors	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If yes, please identify cohort year/programme of study:		

<p>Three students from September 2016 cohort for undergraduate learning disabilities nursing.</p> <p>Two students from September 2017 cohort for undergraduate learning disabilities nursing.</p> <p>Two students from September 2016 cohort for undergraduate mental health nursing.</p> <p>One student from September 2017 cohort for undergraduate mental health nursing.</p> <p>Two students from January 2018 cohort for undergraduate mental health nursing.</p> <p>One student from September 2016 cohort for undergraduate children and young people's nursing.</p> <p>Two students from April 2017 cohort for undergraduate children and young people's nursing.</p> <p>Two students from September 2017 cohort for undergraduate adult nursing.</p> <p>One student from September 2018 cohort for undergraduate adult nursing.</p> <p>One student from January 2019 cohort for undergraduate adult nursing.</p> <p>Two students from September 2017 cohort for postgraduate children and young people's nursing.</p>		
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>
If you stated no above, please provide the reason and mitigation:		
Additional comments:		

The visitor(s) viewed the following areas/facilities during the event:

	YES	NO
Specialist teaching accommodation (e.g. clinical skills/simulation suites)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Library facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technology enhanced learning/virtual learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Educational audit tools/documentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practice learning environments	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If yes, state where visited/findings:		
System regulator reports reviewed for practice learning partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>If yes, system regulator reports list</p> <p>The briefing pack provided the following Care Quality Commission reports:</p> <p>Abbeydale Nursing Home</p> <p>Oaklands Hospital</p> <p>Stockport NHS Foundation Trust</p> <p>Timperley Care Home</p>		
<p>If you stated no above, please provide the reason and mitigation:</p> <p>This is an established AEI who currently offers a nursing programme for the adult, mental health, learning disabilities and children and young people's fields of practice. Therefore, PLPs and facilities visits were not required for this approval visit.</p>		
Additional comments:		

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Issue record

Final Report

Author:	Jo Rouse	Date:	27 June 2019
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